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*The teaching of English grammar.*—To all who are concerned with the teaching of English grammar Professor Lyman's story<sup>1</sup> of the development of American methods in this subject should prove both interesting and helpful. As he says, "no other study in the curriculum has had a more spectacular rise and a more dramatic fall; moreover, concerning no other study today are educators more in doubt" (p. 5).

In his *general* account the author traces his subject from the early beginnings of English-grammar teaching to the critical reconstructions of recent years. In his detailed discussion, however, he confines himself largely to the periods preceding 1850. A prominent note in his treatment of this early development is suggested in these words:

This thesis shows that English grammar was introduced primarily as the core study of a secondary-school curriculum of the English rather than of the Latin type. It is the story of the process by which the dreary grind of Latin grammar was supplanted, for the great majority of American school children, by the almost equally futile grind of English grammar [p. 12].

The main historical periods into which the developments are divided are characterized and delimited as follows:

I. *Grammar as an art.* (a) Latin period, 1750-1784. (b) Rote period, 1784-1823. (c) Parsing period, 1823-1847.

II. *Grammar as a science.* (a) Analysis period, 1848-1873. (b) Rhetorical period, 1873-1891. (c) Incidental-study period, 1891-1920 [p. 103].

The contrasts between the various periods are illustrated by the following characterizations by Professor Lyman of (1) the methods used in the early Latin and rote periods (1750-1823) and (2) the methods of the later inductive movement. Concerning the earlier period, he says in part:

The textbooks in most general use were modeled strictly after the Latin and their authors advised methods of instruction which had been used in teaching Latin grammar for 300 years.

Instruction proceeded without exception from the wrong unit—the word. This was the natural result of the seemingly logical process of beginning with the simplest elements and proceeding to the complex. This method was destined to remain fixed until the revival led by Horace Mann. All the grammars began with the parts of speech.

There was but little connection between the parrot-like recitation of rules and any real understanding of them.

Relatively little effort in writing or speaking was made to apply the rules of grammar [p. 131].

On the other hand, concerning the later *inductive* movement (*circa* 1840) which was connected with the educational reforms of Horace Mann, James G. Carter, Henry Barnard, and others, the author says:

The chief features of the inductive movement as they were applied to grammar were three in number: first, the attempt to make learners understand thoroughly every step

<sup>1</sup> ROLLO L. LYMAN, *English Grammar in American Schools before 1850*. Bureau of Education Bulletin No. 12, 1921. Washington: Department of the Interior. \$0.20.

of their progress; second, the use of oral and visual instruction, as a means of removing the tedium of book learning; and, third, the addition of the pupil's own activity in actually applying principles as he learned them, not only by means of additional exercises for parsing and correcting false syntax but also of exercises in sentence building and composition. All these were to be taught in close association with grammar [p. 144].

Professor Lyman's long experience with the professional aspects of English teaching enabled him to view each detailed movement from the larger perspective of general developments in English instruction. Consequently his interpretative comments concerning the bearings of past processes on present problems are particularly instructive.

From the scholarly standpoint, the publication is a model of careful detailed historical research. A mass of original sources was examined, including colonial and state laws, archives, school documents, textbooks in grammar, advertisements in colonial newspapers, etc. The author's training in general education and his careful study of general educational writings such as those of John Locke and Horace Mann enabled him to relate the specific developments in grammar to the more general developments in education in a very illuminating manner. From this point of view the dissertation is a particularly valuable contribution to the history of educational practice in its relation to general social conditions and general educational theory.

S. C. PARKER

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*A new college text in United States history.*—During the past few years there has been an increasing demand for a new textbook in United States history on the college level. Recent events have made a shifting of emphasis necessary in a college course in United States history. The period since the Civil War must, as some think, receive one-half of the time devoted to the entire field. To satisfy those who desire this strong emphasis on the last two generations of our history is the purpose of a two-volume history of the United States now in the making, the first volume of which has recently come from the press.<sup>1</sup>

The theme of Professor Muzzey's volume is the "development of the American ideal of democracy or self-government in freedom." The spirit in which the book is written is well expressed in the following paragraph from the Preface.

As a succession of happenings the past, even the most recent past, is forever gone. It is as far beyond our reach as the moons of Jupiter. It is behind our back, too. The entire and increasing work of our life is the unceasing creation of a future with our present materials—as in the case of the traveler who lays the corduroy road ahead of him log by log. Because our present material is the heritage of the long past, that past has eternal significance in determining the direction of the road which we lay.

<sup>1</sup> DAVID S. MUZZEY, *The United States of America: Through the Civil War*. Boston: Ginn & Co., 1922. Pp. vii+621+xxxix. \$3.00.